

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here.</small>
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	
<u>Schedule #1—General Information</u>		

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Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
LA JOYA ISD	108912		Academy of Health Science Professions STEM	
Vendor ID #	ESC Region #			
	01			
Mailing address		City	State	ZIP Code
200 WEST EXPRESSWAY 83		LA JOYA	TX	78560
Primary Contact				
First name	M.I.	Last name	Title	
RUBEN		TREVINO	CTE DIRECTOR	
Telephone #	Email address		FAX #	
956-323-2283	R.TREVINO2@LAJOYAISD.NET		956-323-2679	
Secondary Contact				
First name	M.I.	Last name	Title	
MARIA	B	LEAL	GRANT DEV. COORDINATOR	
Telephone #	Email address		FAX #	
956-323-2678	M.LEAL@LAJOYAISD.NET		956-323-2679	
Part 2: Certification and Incorporation				

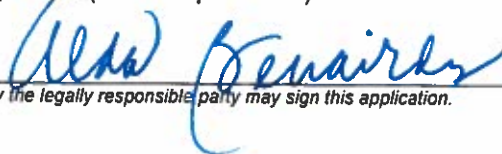
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name DR. ALDA	M.I. T	Last name BENAVIDES	Title SUPERINTENDENT OF SCHOOLS
Telephone # 956-323-2005	Email address A.BENAVIDES@LAJOYAISD.NET		FAX # 956-323-2010

Signature (blue ink preferred)

Date signed



9/19/17

Only the legally responsible party may sign this application.

701-17-103-061

Schedule #1—General Information

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

La Joya Academy of Health Science Professions STEM is part of La Joya Independent School District. We currently serve 319 students in grades 9th through 11th. This is our 3rd year as an Academy and next year we will have our first class of 12th graders. We currently have 122 9th graders, 115 10th graders and 82 11th graders.

Our student demographics at Academy of Health Science Professions STEM consists of
5 - Sp. Ed. 116 - Eng. Language Learner 15 - 504 Students 99.9% Hispanic

Through the assistance of the 2017-2018 Perkins Reserve Grant funds and in collaboration with the Career and Technical Education (CTE) Department who has committed to funding the 20% matching grant requirement, La Joya Academy of Health Science Professions STEM will supplement its STEM program through an intensive three week Engineering Summer Success Academy that will target 100-150 first year STEM students. Students participating in the three week program will complete projects using the engineering process which directly connects to high demand occupations. For example: A local hospital is looking for ways to limit exposure to patients with highly infectious diseases. They have asked your group to find a solution to completing tasks normally assigned to nurse assistants. Your challenge is to design and program a robot to empty a patient's bedpan. Included is the need to design a bedpan that is compatible with your robot. Students will be required to divide up the tasks to successfully complete the challenge.

As per NACME (National Action Council for Minorities in Engineering), "The demand for qualified STEM professionals is high, but the supply of STEM workers to fill these positions is at risk if underrepresented groups are not engaged in these fields." In addition, US News and World Report "STEM Workforce No More Diverse than 14 Years Ago" states, February 24, 2015 states, "Despite a national focus on directing more students toward science, technology, engineering and math fields – particularly women and minorities – the STEM workforce is no more diverse now than in 2001, according to data from Change the Equation." It is for these reasons that our project focuses on recruitment, retention, and mentorship. Retention must include a strong focus on academic preparedness and industry based experiences. AHSP-STEM will collaborate with Project Based Learning into the Engineering program and through innovative hands on robotics projects that directly correlate with the STEM cluster in Engineering, students will be provided with increased opportunities to acquire knowledge, skills and abilities in their Engineering program of study that will provide a pathway to the Engineering occupation market with opportunities in jobs such as Operating Engineers, Construction Equipment Operators, Aircraft Mechanics, Industrial Machinery Mechanics, Computer Controlled Machine Tool Operators and Service Technicians. According to the Texas Career Technical Education (CTE) Profile and the NAPE (National Alliance for Partnerships in Equity Education Foundation) "Engineering jobs will grow by 19% from 2014 to 2024" (<https://www.napequity.org/nape-content/uploads/Maine-2017.pdf>) In addition to providing instructional intervention to address student STAAR performance in English I, and Algebra I by at least 5% from previous student performance. Through the implementation of PBL Robotics projects, the Academy of Health Science Professions STEM will provide students with access to the latest and most relevant technology, labor market and career information, innovative practices and academic skills, technical skills and knowledge in the Engineering career cluster. Through this project, students will be exposed to a program of study that will clearly provide them with increased educational opportunities and abilities that will increase their performance in STAAR, TSI and ACT/SAT as well as provide them with a pathway to potential occupations that are both high demand and high wage according to the 2016 Texas Workforce Target Occupation List for the Lower Rio area such as: Operating Engineers, Construction Equipment Operators, Aircraft Mechanics, Industrial Machinery Mechanics, Computer Controlled Machine Tool Operators and Service Technicians

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students to be serviced by this grant will be required to obtain the following two CTE Certifications as part of their education training during and be completed prior to high school graduation:

OSHA 10 Hour General Industry Certification

AutoCAD Certified Professional

In addition to obtaining relevant career skills, training and certifications, this project will work with students being serviced in order to provide them with leadership skills by participating in a three week intensive Engineering Programming Summer Academy program where students will participate in projects that implement real-life engineering process that directly connect to high demand occupations. In addition to the three week summer academy, students will receive educational interventions through advisory period that will increase their STAAR performance in English I and Algebra I EOC by at least 5% in the 2017-2018 STAAR assessments.

During the three week intensive Engineering Programming Summer Academy, students will participate in projects that will address solutions to real life situations. Students will learn programming utilizing TI Nspire Texas Instruments calculators for coding and every summer during their enrollment in the Engineering STEM program will participate / create solutions to different scenarios.

Approximately 100-150 Students will be serviced yearly by this project. Students serviced by the 2017-2018 Perkins Reserve Grant will be exposed to industry experiences through their work during the three weeks of ENGINEERING Programming Summer Academy as well as through class curriculum, PBL projects and leadership roles in which they will demonstrate their learning and experiences.

The Academy of Health Science Professions - STEM will utilize grant funding to conduct an annual three week, Summer Success Academy to supplement student curriculum in Science Technology Engineering and Math. The Academy will be designed for 100-150 students to learn STEM standards and 21st Century Skills through Project Based Learning. Participating students will receive instruction in ELA, Algebra I/II and Pre engineering classes. Students will learn the programming of TI Nspire calculator and work in teams of 10 to complete collaborative challenges that follow the Engineering Process, thus learning career relevant content that will prepare them for the a career pathway that leads to jobs of high demand.

Attached you will find the Local Workforce Development Board form that lists the courses of study students will pursue during their high school years and that lead to their program of study in STEM Engineering which potentially could lead to high demand careers such as : Operating Engineers, Construction Equipment Operators, Aircraft Mechanics, Industrial Machinery Mechanics, Computer COnrolled Machine Tool Operators and Service Technicians.

La Joya Academy of Health Science Professions STEM has formed educational partnerships with South Texas College and the University of Texas Austin in order to provide students with educational opportunities that will prepare students with the educational edge needed in today's technology driven world. The partnership with University of Texas Austin – Engineer Your World aims to prepare students to build a future in the area of Engineering which will surely lead to high demand-high pay jobs and students becoming successful wage earners in our community!

In addition to these partnerships, the Academy of Health Science Professions STEM is part of the FORD NGL Next Generation of Learning Framework Academies currently being implemented at La Joya ISD. Through their participation in Ford NGL Framework, students in the Engineering STEM program are able to acquire learning that provides personalized student learning and advisement, ongoing teacher professional development and teacher collaboration, educational opportunities that will include career fairs, professional guest speakers, college tours, business/industry site visits, job internships and capstone projects.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108912				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$5,567	\$	\$5,567	\$1,113
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$69,265	\$	\$69,265	\$13,853
Grand total of budgeted costs (add all entries in each column):			\$74,832	\$	\$74,832	\$14,966
Administrative Cost Calculation						
Enter the total grant amount requested:					\$74,832	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,742	

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 108912				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$ 5,100	\$1,020
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$ 467	\$93
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$ 5,567	\$1,113

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 108912		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108912		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$	\$
Grand total:		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 108912			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	COMPUTERS FOR ENGINEERING PROGRAM	12	\$1,800	\$21,600	\$4,320
3	3-D PRINTER	1	\$22,000	\$22,000	\$4,400
4	TI-Innovators Hubs	15	\$55	\$825	\$165
5	TI-Innovator Rover	15	\$115	\$1,725	\$345
6	TI-Innovator I/O Module Pack	15	\$24	\$360	\$72
7	Ultrasonic Ranger Module	15	\$17	\$255	\$51
8	Texas Instruments (TI) Calculators TI NSpire	150	\$150	\$22,500	\$4,500
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$69,265	\$13,853
Grand total:				\$69,265	\$13,853

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	27,662	93.77%	
Limited English proficient (LEP)	15,623	52.96%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	514.8	25.8%	La Joya ISD has 165 Beginner Teachers with 0 years of experience.
6-10 Years Exp.	512.9	25.7%	
11-20 Years Exp.	529.9	26.6%	
20+ Years Exp.	271.7	13.6%	
No degree	44.6	2.2%	
Bachelor's Degree	1646	82.5%	
Master's Degree	304.8	15.1%	
Doctorate	2	.1%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☒ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										150				150

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	2	2	2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to determine the needs of the Academy of Health Science Professions STEM, campus leaders analyzed student data and program demands.

Data analyzed included TELPAS, STAAR, TSI, PACT and benchmark reports to determine which program of study at the Academy of Health Science Professions STEM would benefit the most from in applying for the 2017-2018 Perkins Reserve Grant.

It is important to note that the Academy of Health Science Professions STEM currently serves 319 students in grades 9th through 11th. This is our 3rd year as an Academy and next year we will have our first class of 12th graders.

We currently serve 122 9th graders, 115 10th graders and 82 11th graders.

Our student demographics at Academy of Health Science Professions STEM consists of

Special Education Students	5 (1%)
English Language Learner Students	116 (36%)
504 Students	15 (5%)
Economically Disadvantaged	319 (100%)

36% of our student population has been identified as Limited English Proficient.

From the analysis of the TSI scores, we found that our 9th grade students taking the TSI exam had a 19% passing rate in Math and a 27% passing rate in Reading. Comparing the performance of 9th against that of 10th grade TSI scores, the 10th grade students demonstrated a higher mastery of the TSI with a 41% passing in Math and a 54% passing the Reading. However, with the demands of industry and requirements to prepare students for postsecondary education, this is not enough. Through the implementation of the Perkins Reserve Grant project, La Joya Academy of Health Science Professions STEM administration seeks to:

- Recruit students in STEM programs of study with a focus on Engineering and Programming.
- Provide academically rigorous summer courses in math and english to prepare students for challenging high school core classes and increase STAAR EOC performance in Math and English I by at least 5% for each administration
- Expose students to professionals in STEM career fields through guest speaker opportunities and summer mentoring and
- Teach 21st century skills through curriculum projects

Engineering STEM Program at the Academy of Health Science Professions STEM will serve 100-150 students through this project.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide students with adequate CTE STEM Programs of study - Engineering STEM program.	Through the implementation of the Engineering STEM program, the Academy of Health Science Professions STEM will provide students with CTE pathway that could potentially leads to professions as Operating Engineers, Construction Equipment Operators, Aircraft Mechanics, Industrial Machinery Mechanics, Computer Controlled Machine Tool Operators and Service Technicians.
2.	Provide students with access to latest and most relevant technology, labor market and career information, innovative practices and academic skills, technical skills and knowledge in the Engineering career cluster / pathway.	Through the implementation of PBL Robotics projects, the Academy of Health Science Professions STEM will provide students with access to the latest and most relevant technology, labor market and career information, innovative practices and academic career skills, technical skills and knowledge in Engineering. Through this project, students will be exposed to a program of study that will increase educational opportunities.
3.	Increase STAAR Scores by at least 5% in: Algebra I English I	By implementing a rigorous CTE Engineering STEM program of study that utilizes Project Based Learning (PBL), students academic performance in state developed assessments, Algebra I and English I EOC will increase by at least 5% as a result of rigorous and relevant instruction being provided to students as well as by capstone projects in which students will take part.
4.	Provide students with educational experiences that will prepare them to be successful in acquiring OSHA 10 Hour General Industry Certification MSSC Safety Certification	By implementing Project Based Learning (PBL) and providing students with access to industry relevant technology equipment, students will acquire the necessary hands on experience and knowledge needed in order to be successful in obtaining industry certifications.
5.	Provide students with access to attend a three week Engineering Programming Summer Academy program that will provide them with the skills to solve real life problems applying their learning to solve real-life scenarios.	By implementing an intensive three week Engineering Programing Summer Academy that will target 100-150 first year Engineering students , students will partake in projects that implement real-life engineering process that directly connect to high demand occupations

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Schedule #14—Management Plan					
County-district number or vendor ID: 108912				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Principal Project Coordinator	Master's Degree from an accredited University. Minimum 3 years of teaching experience. 2 Years administrative experience required. State Board of Education Certification – Principalship Certification			
2.	Engineering Teacher	Master's Degree and State Board of Education Certification in teaching field required. Math & Science State Board of Education Teacher Certification Required. 10 Years Teaching Experience Required Certification / Approval to teach Dual Enrollment Courses at STC and UT Austin			
3.	Assistant Principal	Master's Degree from an accredited University. Minimum 3 years of teaching experience. State Board of Education Certification – Principalship Certification			
4.					
5.					
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Awareness – Recruitment of 9 th graders into Engineering STEM Program	1.	Create calendar to schedule three week summer academy	11/13/2017	12/1/2017
		2.	Determine program of study to be offered during three week summer academy	1/1/2018	5/30/2018
		3.	Advertise the three week summer academy	1/1/2018	5/30/2018
		4.	Recruit students to attend summer academy	1/1/2018	5/30/2018
		5.			
2.	Monitor Algebra I and English I EOC Progress	1.	Students test Reading Renaissance (STAR)	11/13/2017	12/1/2017
		2.	Analyze student classroom performance	11/13/2017	8/31/2018
		3.	Students test Middle of Year and End of Year RR	1/1/2018	8/31/2018
		4.	Analyze student performance on RR	1/1/2018	8/31/2018
		5.	Monitor reading levels through Reading Ren. (RR)	11/13/2017	8/31/2018
3.	Implement PBL Projects in Engineering Class	1.	Teacher planning with Administration	11/13/2017	8/31/2018
		2.	Create list of PBL project materials /equipment	11/13/2017	8/31/2018
		3.	Order of materials and equipment for PBL projects	11/13/2017	12/31/2017
		4.	Receiving and installation of equipment	11/13/2017	12/31/2017
		5.	Ensure classroom implementation of PBL projects as evident in classroom walkthroughs	11/13/2017	8/31/2018
4.	Monitor Eng I, and Algebra I Performance	1.	Administer STAAR exams	12/1/2017	8/31/2018
		2.	Receive and analyze STAAR scores from the state	6/2018	8/31/2018
		3.	Provide teacher with instructional resources	11/13/2017	8/31/2018
		4.	Provide students with quality PBL instruction	11/13/2017	8/31/2018
		5.			
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the organization meets goals and objectives constant monitoring is in place. Student performance is constantly monitored utilizing some of the following data sources:

- District Locally Developed Assessments
- DMAC
- STAAR
- Reading Renaissance

Based on information analyzed, administrators, teachers and staff make decisions and changes necessary to address students instructional needs. These changes are communicated to teachers, staff, students, parents and community in a wide variety of ways which include, but are not limited to: Email, Parent Connection (Phone), School Website, District Channel 17, District Newspaper...etc In addition to analyzing data, Administration keeps a calendar of Objectives/Milestones/Deadlines which provide a clear guide of what must be accomplished and by what date as well as holding monthly Principals meetings to discuss campus/district goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current efforts in place at the Academy of Health Science Professions STEM that will maximize the effectiveness of grant funds are:

- Project Based Learning implementation has started at the campus and will continue after grant period has ended.
- Academy of Health Science Professions has created partnerships with South Texas College and University of Texas Austin – Engineer Your World, to provide students with post secondary opportunities
- Advisory/Intervention Period: where students are either engaged in independent reading or receive targeted instruction. Students that need assistance with Algebra I and English I EOC are able to receive intervention during this time.
- Curriculum/Assessment: Admin & teachers meet to analyze student data & target areas of need.
- Data: DMAC is utilized to analyze student performance in STAAR, and provide teachers with tools to modify instruction.
- Lesson Plans: Teachers meet during planning time to prepare instruction for students and ensure students' academic needs are met.

Project Based Learning will be implemented in the Academy of Health Science Professions STEM and it will continue to be self-sustained after grant funding has ended due to the continuation of professional development trainings provided by the district through the Staff Development Office.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR EOC Algebra I EOC benchmarks	1.	An increase in performance by subject of 5% for the Fall.
		2.	An increase in performance by subject of 5% for the Spring.
		3.	
2.	STAAR EOC Algebra I examinations	1.	An increase in performance by subject of 5% for the Fall.
		2.	An increase in performance by subject of 5% for the Spring.
		3.	
3.	STAAR English I EOC benchmarks	1.	5% increase in student performance..
		2.	5% increase in student performance.
		3.	
4.	STAAR English I EOC Spring Administration	1.	5% increase in students performance..
		2.	5% increase in students performance.
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure program compliance and to ensure participants are served appropriately, the following data will be collected and analyzed:

- Incoming Freshmen historic data: Academic (report cards) & STAAR Performance
- Academic Achievement (STAAR Algebra I and English I EOC,)
- Report review of Engineering Summer Academy Program enrollment and completion

The data for the STAAR exam will be obtained from the State of Texas Assessment of Academic Readiness Summary Report Of All Students by subject and the Texas English Language Proficiency Assessment System reports by grade level.

Data reports will be generated utilizing DMAC as needed to identify student needs.

Ensuring the careful analysis of student data will result in early identification of students needing academic interventions/assistance. Careful analysis of student data provides a check and balances of project delivery and ensures the project provides every student with the opportunity of success by allowing teachers and administration to modify content of PBL projects as needed to meet students academic needs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to provide students with educational opportunities that will lead to high-demand occupations in their chosen field of study, careful consideration was given to the identification and selection of program of study for this project.

The three CTE Department CTE Integration Strategists, CTE Technology Director, CTE Academies Director, Grant Development Coordinator and Academy of Health Science Professions STEM Principal collaborated in identifying the high-demand occupations CTE Cluster – Pathway to address through this grant.

The selected CTE Cluster to address through this grant program is STEM – Engineering.

The program of study students at the Academy of Health Science Professions will undergo during their high school years include taking the following courses:

- Engineering Design & Presentation
- Engineering Applications of Computer Science
- Engineering 1201
- Engineering 1304

These courses in the Engineering pathway lead students to many different high-demand career occupation choices such as: (Salary compensation information obtained from www.salary.com)

Career & Technology Education US Salary Medium



<http://www.salary.com/>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to ensure a rigorous program of study that leads to secondary and postsecondary education is in place and includes the appropriate sequence of courses aligned with high-demand occupations as identified by the local regional workforce board, The Academy of Health Science Professions STEM partnered with South Texas College and University of Texas Austin – Engineer Your World Program.

Through their partnership with South Texas College and University of Texas Austin – Engineer Your World Program, a rigorous program of study that includes the following courses will be offered to students in the Engineering program:

- Engineering Design & Presentation
- Engineering Applications of Computer Science
- Engineering 1201
- Engineering 1304

It is the goal of the Academy of Health Science Professions STEM that students enrolled in the Engineering program graduate with courses that lead to an associate's degree or a bachelor's degree in Engineering once they graduate from High School and pursue their secondary education.

Additionally, students enrolled in the Engineering STEM program will increase their performance in their STAAR state assessments of English I and Algebra I EOC by at least 5% from their previous performance.

Courses taken at the Academy of Health Science Professions STEM are aligned with STC and UT Austin's high standards of rigor.

Additionally, Through the assistance of the 2017-2018 Perkins Reserve Grant funds and in collaboration with the Career and Technical Education (CTE) Department who has committed to funding the 20% matching grant requirement, La Joya Academy for Health Science Professions STEM will supplement its STEM program through an intensive three week Engineering Programing Summer Academy program that will target 100-150 first year Engineering program students through student centered outreach and awareness projects. Students participating in the three week EPSA program will participate in projects that implement real-life engineering process that directly connect to high demand occupations. Example of such project would be creating and programming a robot that will enter a room where a "highly contagious patient" is located and emptying the bedpan. The project not only involves programming but also creating models of bedpans, and ensuring robot is able to carry out the intended task.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Academy of Health Science Professions STEM has partnered with STC and University of Texas Austin and affiliates to provide students enrolled in the Engineering STEM program with a rigorous program of study that prepares the student for postsecondary education.

While enrolled in high school at the Academy of Health Science Professions STEM, in addition to their high school course work, students will be expected to take the following courses that meet the standards of rigor of STC and University of Texas Austin and participating branches of the UT system.

Students that successfully complete the crosswalk course of study may graduate with an associates degree in engineering and continue working towards their bachelor's degree upon high school graduation..

Engineering STEM Pathway

Science, Technology, Engineering, and Mathematics	Principles of Applied Engineering CO1560	1	Engineering Design and Presentation I CO2069	1	Engineering Design and Presentation II CO3060	2	Engineering Mathematics CO1070
							Practicum in Science, Technology, Engineering, and Mathematics CO4060

Engineering Degree Plan Crosswalk		
	High School Course	STC Course
9 th Grade	English I	Music 1306
	Algebra 1 / Geometry	COSCI 1436
	Biology	
	World Geography	
	BIM	
	PE / Health	
	Spanish	
	Path to Success / Adv.	
10 th Grade	English II	Math 1414
	Geometry / Algebra 2	Math 2412
	Physics	
	World History	
	Speech	
	Elective	
	Elective	
	Student Leadership/Adv.	
11 th Grade	English III	Eng. 1301/02
	Algebra 2 / Pre Cal	Math 2413
	Chemistry	Math 2414
	US History	Hist 1301/02
	Elective	Chem 1414
	Elective	ENGR 1201
	Elective	ENGR 1304
	ACT/SAT Prep / Adv.	Phil 2306
12 th Grade	English IV	Phys 2426
	Pre Cal / Cal	Math 2415
	Scientific Research Des	Econ 2301
	Government / Economics	Govt 2305/06
	Advisory	ENGR Elect

2016-2017	
ADVISORY PLAN FOR THE ENGINEERING STEM PATHWAY	
First Year - Fall Semester	
ENGR 1201	1
ENGR 1304	1
ENGR 1414	1
ENGR 1514	1
ENGR 1614	1
ENGR 1714	1
ENGR 1814	1
ENGR 1914	1
ENGR 2014	1
ENGR 2114	1
ENGR 2214	1
ENGR 2314	1
ENGR 2414	1
ENGR 2514	1
ENGR 2614	1
ENGR 2714	1
ENGR 2814	1
ENGR 2914	1
ENGR 3014	1
ENGR 3114	1
ENGR 3214	1
ENGR 3314	1
ENGR 3414	1
ENGR 3514	1
ENGR 3614	1
ENGR 3714	1
ENGR 3814	1
ENGR 3914	1
ENGR 4014	1
ENGR 4114	1
ENGR 4214	1
ENGR 4314	1
ENGR 4414	1
ENGR 4514	1
ENGR 4614	1
ENGR 4714	1
ENGR 4814	1
ENGR 4914	1
ENGR 5014	1
ENGR 5114	1
ENGR 5214	1
ENGR 5314	1
ENGR 5414	1
ENGR 5514	1
ENGR 5614	1
ENGR 5714	1
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ENGR 6014	1
ENGR 6114	1
ENGR 6214	1
ENGR 6314	1
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ENGR 6814	1
ENGR 6914	1
ENGR 7014	1
ENGR 7114	1
ENGR 7214	1
ENGR 7314	1
ENGR 7414	1
ENGR 7514	1
ENGR 7614	1
ENGR 7714	1
ENGR 7814	1
ENGR 7914	1
ENGR 8014	1
ENGR 8114	1
ENGR 8214	1
ENGR 8314	1
ENGR 8414	1
ENGR 8514	1
ENGR 8614	1
ENGR 8714	1
ENGR 8814	1
ENGR 8914	1
ENGR 9014	1
ENGR 9114	1
ENGR 9214	1
ENGR 9314	1
ENGR 9414	1
ENGR 9514	1
ENGR 9614	1
ENGR 9714	1
ENGR 9814	1
ENGR 9914	1
ENGR 10014	1

*1 hour credit for course pre-requisite

** Students should consult with an advisor and check with the university they intend to transfer to in order to plan the best option. Students must always electives unless the better plan, this is not a requirement for the Engineering STEM pathway. From 2016-2017 while other states may not have a 2016-2017.

ENGR 1201 Engineering I (1) 1 credit
ENGR 1304 Engineering II (1) 1 credit
ENGR 1414 Engineering III (1) 1 credit
ENGR 1514 Engineering IV (1) 1 credit
ENGR 1614 Engineering V (1) 1 credit
ENGR 1714 Engineering VI (1) 1 credit
ENGR 1814 Engineering VII (1) 1 credit
ENGR 1914 Engineering VIII (1) 1 credit
ENGR 2014 Engineering IX (1) 1 credit
ENGR 2114 Engineering X (1) 1 credit
ENGR 2214 Engineering XI (1) 1 credit
ENGR 2314 Engineering XII (1) 1 credit
ENGR 2414 Engineering XIII (1) 1 credit
ENGR 2514 Engineering XIV (1) 1 credit
ENGR 2614 Engineering XV (1) 1 credit
ENGR 2714 Engineering XVI (1) 1 credit
ENGR 2814 Engineering XVII (1) 1 credit
ENGR 2914 Engineering XVIII (1) 1 credit
ENGR 3014 Engineering XIX (1) 1 credit
ENGR 3114 Engineering XX (1) 1 credit
ENGR 3214 Engineering XXI (1) 1 credit
ENGR 3314 Engineering XXII (1) 1 credit
ENGR 3414 Engineering XXIII (1) 1 credit
ENGR 3514 Engineering XXIV (1) 1 credit
ENGR 3614 Engineering XXV (1) 1 credit
ENGR 3714 Engineering XXVI (1) 1 credit
ENGR 3814 Engineering XXVII (1) 1 credit
ENGR 3914 Engineering XXVIII (1) 1 credit
ENGR 4014 Engineering XXIX (1) 1 credit
ENGR 4114 Engineering XXX (1) 1 credit
ENGR 4214 Engineering XXXI (1) 1 credit
ENGR 4314 Engineering XXXII (1) 1 credit
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ENGR 4514 Engineering XXXIV (1) 1 credit
ENGR 4614 Engineering XXXV (1) 1 credit
ENGR 4714 Engineering XXXVI (1) 1 credit
ENGR 4814 Engineering XXXVII (1) 1 credit
ENGR 4914 Engineering XXXVIII (1) 1 credit
ENGR 5014 Engineering XXXIX (1) 1 credit
ENGR 5114 Engineering XL (1) 1 credit
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ENGR 5314 Engineering XLII (1) 1 credit
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ENGR 5714 Engineering XLVI (1) 1 credit
ENGR 5814 Engineering XLVII (1) 1 credit
ENGR 5914 Engineering XLVIII (1) 1 credit
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ENGR 6114 Engineering L (1) 1 credit
ENGR 6214 Engineering LI (1) 1 credit
ENGR 6314 Engineering LII (1) 1 credit
ENGR 6414 Engineering LIII (1) 1 credit
ENGR 6514 Engineering LIV (1) 1 credit
ENGR 6614 Engineering LV (1) 1 credit
ENGR 6714 Engineering LVI (1) 1 credit
ENGR 6814 Engineering LVII (1) 1 credit
ENGR 6914 Engineering LVIII (1) 1 credit
ENGR 7014 Engineering LIX (1) 1 credit
ENGR 7114 Engineering LX (1) 1 credit
ENGR 7214 Engineering LXI (1) 1 credit
ENGR 7314 Engineering LXII (1) 1 credit
ENGR 7414 Engineering LXIII (1) 1 credit
ENGR 7514 Engineering LXIV (1) 1 credit
ENGR 7614 Engineering LXV (1) 1 credit
ENGR 7714 Engineering LXVI (1) 1 credit
ENGR 7814 Engineering LXVII (1) 1 credit
ENGR 7914 Engineering LXVIII (1) 1 credit
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Academy of Health Science Professions partnered with **South Texas College**
University of Texas Austin – Engineer Your World and
FORD NGL Academies - Next Generation of Learning Education Innovation. Sponsored by FORD and supported by community and business engagement sponsors that will provide the academies with support and Industry educational experiences such as: Embassy Suites, La Joya Federal Area Credit Union, DOctors Hospital at REnaissance, University of Texas Rio Grande Valley, Rio Grande Regional Hospital, State Farm Arena, HEB, Royal Technologies, Rio Grande Valley LEAD, Whataburger, Izaguirre ENGINEERING Group, South Texas Manufacturers Association, Doubletree, Cities of La Joya Palmview and Penitas, South Texas College, IBC Bank, Texas Workforce Commission and more.

Students serviced through this grant will be taking courses that meet the rigor and standards of these college / universities.

Copy of Memorandums of Understanding and Community and Business Engagement Support available upon request

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

La Joya Independent School District is a district that serves over 29,000 students in 43 campuses. It houses its own Facilities Department with in house professional Engineers that assist in the design, construction and planning of all related building issues for the district.

Through collaboration with Mr. Daniel Garza, Facilities Director – Engineer, La Joya Academy of Health Science Professions STEM and the Facilities Department will collaborate with curriculum development to support relevant and frequent industry experiences for students participating in the program.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to ensure the Academy of Health Science Professions STEM continues to meet the goals of the grant program after the end period of the grant, the following steps have been taken:

- Partnerships will continue after end of grant period thus ensuring continued academic rigor and support for students enrolled in the Engineering program.
- Data Analysis of students in the Engineering Program will continue to happen after grant period ends. This will ensure that students academic needs are met after grant funding is completed.
- Three week Engineering Program Summer Academy campus will continue to happen after grant period ends. Administration at the Academy of Health Science Professions STEM is fully devoted to the success of the Engineering program and thus commits to continue the efforts to promote and raise awareness of the STEM fields of study in the district. In collaboration with the CTE Department Director and the CTE Academies Director, students from the Academy of Health Science Professions STEM will continue to participate in the three week Engineering Program Summer Academies that will provide students with real-life hands on knowledge and curriculum that will lead to high demand jobs upon completion of their educational goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Students enrolled in the ENGINEERING STEM pathway at the Academy of Health Science Professions STEM will have the opportunity to obtain the following industry certifications prior to high school graduation:

OSHA 10 Hour General Industry Certification:

The 10-hour General Industry certification will provide students with general awareness on recognizing and preventing hazards in a general industry setting. Students will cover topics such as:

- Introduction to OSHA and the OSH Act
- Walking & Working Surfaces
- Emergency Action Plan
- Hazardous Materials
- Personal Protective Equipment
- Machine Guarding Safety
- Electrical Safety
- Hazard Communication
- Hazardous Substances & Industrial Hygiene
- Safety and Health Programs

Manufacturing Skills Standards Council (MSSC):

Students participating in the Engineering STEM pathway will have the opportunity to obtain their MSSC certification. The Manufacturing Skills Standards Council (MSSC) certification is an industry-led, training, assessment, and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers. The two MSSC Systems are based upon industry-defined and federally-endorsed national standards and offers individuals an opportunity to demonstrate acquired skills needed for the technology-intensive jobs of the 21st Century.

Capstone Project: Based on their preference of career choice and course of study, students will select a Capstone Project that will be presented to a panel to rate. The Capstone grading panel consists of professionals in the field.

Capstone projects can vary depending on students career choices such as: Engineering Aides, Architects, Drafters/Designers, Surveyors, Structural Engineers, Civil Engineers, Industrial Designers / Estimators, Computer Engineers, Electrical Engineers, Electricians, Telecommunications Engineers, Civil Engineers, Drafters/Designers, Structural Engineers, Software Engineers, Industrial Engineers/Technicians

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

La Joya Academy of Health Science Professions STEM currently receives the support of the CTE department at La Joya ISD to implement CTE courses of study.

Awarding of the Perkins Reserve Grant funds will complement existing CTE Program efforts to increase and advance the CTE offerings at the Academy of Health Science Professions STEM.

Funds received from the Perkins Reserve Grant will utilized to supplement, not supplant, existing programs.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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